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ABSTRACT

Samples of the approximately 1,900 requests for information received by the Rural Connection (RC) between September, 1977, and November, 1978, have been selected to give the reader a general idea of the kind of career information requested by guidance counselors in small, rural schools. The requests are organized into two main categories, each with subsections: Career Information (Animal Science; Crafts, Services, and Trades; Mechanics; Forestry and Recreation; Fine Arts and Commercial Arts; Computers, Communications, and Electronics; Engineering and Technology; Helping and Service--Vocational and Paraprofessional; Scholarship and Other Forms of Financial Aid; and Miscellany) and Information of Professional Interest to Guidance Counselors (Career Education and Guidance; Specific Topics within the Career Education and Guidance Field; and RC and the "Rural American Series"). The source of each sample request is noted, along with the information given in response and any additional action which may have been taken to help the caller. Statistics on the occupational categories of the callers, the kind of request, and how the caller learned of RC are also provided. (SB)

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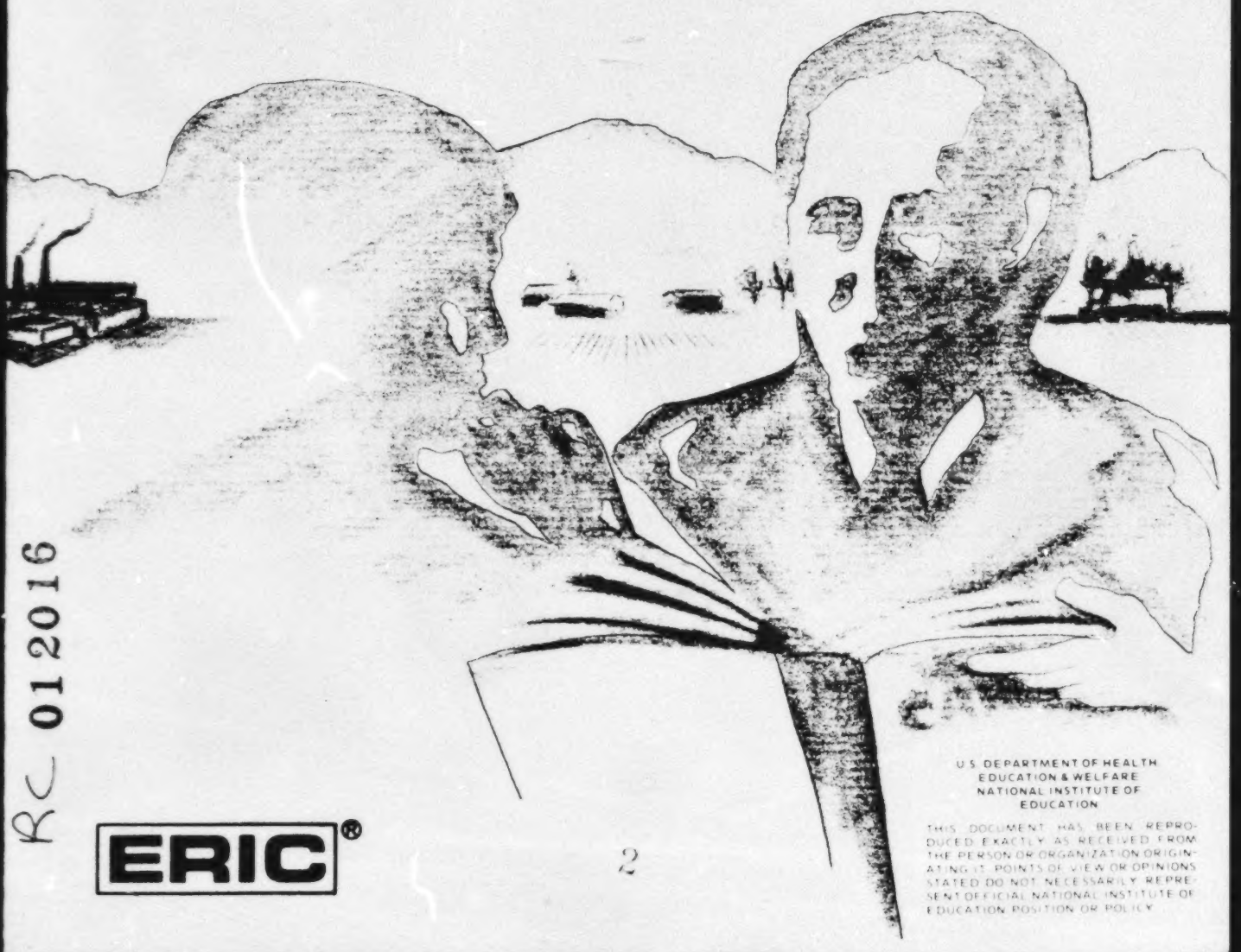
YOU AND THE RURAL CONNECTION:

ANSWERS TO YOUR QUESTIONS ON RURAL CAREER GUIDANCE



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YOU AND THE RURAL CONNECTION:

ANSWERS TO YOUR QUESTIONS ON RURAL CAREER GUIDANCE

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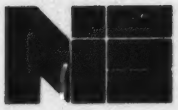

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INTRODUCTION

In the 15 months from September 1977 to November 1978, the Rural Connection (RC) answered some 1900 information requests largely from small and rural schools across the United States. In so doing, it enabled those in career guidance and related fields to keep abreast of events of professional interest. RC also offered solutions or possible sources of solutions to problems of many kinds and disseminated the results of pertinent research on a timely basis.

RC was operated by the National Career Guidance Communication Network for Rural and Small Schools with funds from the United States Office of Education's Bureau of Occupational and Adult Education under Part C of the Vocational Education Act of 1963 and the research provisions amended thereto. The three agencies involved in this effort were the National Center for Research in Vocational Education, the Far West Laboratory for Educational Research and Development, and the ERIC Clearinghouse for Rural Education and Small Schools (ERIC/CRESS).

Of the 1900 requests, 662, or 35%, concerned products and services available through RC or other on-going projects of the consortium agencies. The remaining 65% dealt with information about specific careers, the problems and resource needs of guidance counselors or other matters of interest to professionals in this field.

The 508 inquiries about program planning or improvement amounted to 27% of all the requests received and typically came from counselors seeking to determine the career development needs of their students.

Another 16%, or 302 of the inquiries, concerned opportunities within a given area for training in a particular trade or profession.

Persons interested in career development materials suitable for use in classroom or counseling situations accounted for 146 requests, or 8% of the total. Questions about specific occupations came to 6% of all those received, or 110. The balance of the inquiries were about potential funding sources, dates for conventions or workshops and other matters so diverse as to resist classification under any heading except "Miscellaneous."

RC received requests in one of two ways, either by phone on the toll-free line that accounted for 79% of all queries processed or by mail. Professional staff members answered the phone eight hours a day five days a week; during off hours an answering machine took messages. Often it was possible to provide callers with all the information necessary before they hung up, but on other occasions a satisfactory reply entailed a certain amount of research and, hence, a follow-up letter and perhaps some printed enclosures. In all instances, RC strived to provide a response within five working days.

It was also possible to identify callers by 23 occupational categories, of which the following seven accounted for over 75% of the total requests:

1) local guidance personnel--667 requests (43%);
2) intermediate education agency personnel--121 (8%);
3) college/university personnel--108 (7%);
4) project directors—84 (5.4%);

5) local administrators--67 (4.3%);

6) vocational education directors--62 (4%); and

7) career education personnel--61 (4%).

A breakdown of requests by point of origin showed that at least one inquiry came from each of the 50 states. The states with the greatest number of queries were: Iowa (116); Ohio (112); New York (93); Michigan (74); Wisconsin (72); Illinois (67); Missouri (58); California (56); Pennsylvania (49); and Texas (48).

People found out about RC through several channels, among them the three main communications pieces developed by the project staff. The first of these was a brochure with a coupon that was circulated to rural and small schools throughout the United States. Those interested were invited to return the coupon and thus to be included on the RC mailing list; in addition, they received the second communications piece, the project's 16-page factbook. The third item was a press release that went to all state education departments plus a selected group of publications and newsletters. In addition, information about RC appeared in at least one school's daily bulletin and was passed by word of mouth. Those actually making requests most frequently listed state and local publications in which the press release appeared as their initial source of information about RC.

In addition to its consulting activities, RC published three editions of a newsletter specially geared to the needs of rural and small schools. It highlighted particularly successful career guidance programs, described new resource materials, announced conferences,

reported news of the RC project and circulated to a total of over 8,000 readers.

The consortium agencies also published three directories and produced a filmstrip. ERIC/CRESS compiled directories of exemplary career guidance programs in rural and small schools and of consultants while the National Center for Vocational Education produced a directory of current material resources. The Far West Laboratory developed a sound filmstrip on resources available to career guidance personnel. Additional information on any of the above is available through the National Center Publications Office, 1960 Kenny Road, Columbus, Ohio 43210.

What follows in the body of this document are sample requests selected to give the reader some feel for the kind of career information guidance personnel in rural and small schools ask for. These requests are presented in two main categories, Career Information and Information of Professional Interest to Guidance Counselors, and in a number of sub-categories as indicated in the Table of Contents. The staff of ERIC/CRESS assembled and edited the present document on the basis of correspondence generated during the project, and the following persons were responsible for taking requests and doing the research necessary to answer them: Valija Axelrod, Karen Kimmel and Walter Stein from the National Center; and Jaqueline Haveman and Parki Hoeschler from Far West Laboratories. Other staff members were Harry Drier of the National Center, who was Consortium Director, and Everett Edington and Kloyd Donaldson of ERIC/CRESS.

PART ONE

CAREER INFORMATION

ANIMAL SCIENCE

University-Level Animal Science Programs

A counselor in Alma, Nebraska, asked about schools with programs in veterinary medicine, and RC suggested the following: University of Missouri; Iowa State University of Science and Technology; Colorado State University; and Kansas State University.

An inquiry from Madawaska, Mainte, concerned correspondence courses in animal sciences believed to be available through Ohio State University. A check revealed that the school listing such offerings was in fact Ohio University in Athens. RC also suggested the North American School of Animal Science and mentioned the Rural American Series among other project materials that supply useful information to providers of career education in rural schools. In addition, the person making the request received a newsletter and was placed on the RC mailing list.

Veterinary Hospital Attendant

A request from Zearing, Iowa, asked for information about the work of veterinary hospital attendants. Duties specified under this job title generally include feeding and caring for hospitalized animals and assisting veterinarians with their treatment. Candidates for this position should have a high school diploma, and some animal hospitals prefer those with college backgrounds. Further information is available through the American Veterinary Medical Association.

K-9 and Seeing-Eye Dog Training

In response to a query from Madison, Nebraska, for information on

canine training programs, RC identified the following: Madelyn Kennels, Bakersfield, California; K-9 Training Agency, Hyde, Maryland; and Tenafly Community Adult Education Program, Tenafly, New Jersey.

RC was also able to give a La Junta, Colorado, vocational director the addresses of several schools that prepare trainers of seeing-eye dogs. According to Guide Dogs for the Blind of San Rafael, California, the job is widely sought after, and before seeking admission to a program to learn the necessary skills, applicants must have at least a year's prior experience working with dogs. California requires a three-year apprenticeship in order to obtain the mandatory license.

Working with Horses

To answer a request from Weaverville, Colorado, concerning schools of horsemanship in the western United States, RC consulted Lovejoy's College Guide. Indications are that, though there are such schools elsewhere, most of them are concentrated in southern California.

A question about rodeo riding from Seymour, Texas, led to the identification of four groups able to give useful answers: the National Little Britches Association; the International Rodeo Association; the National High School Rodeo Association.

Rodeo Sports News.

RC also pointed out to those interested that, in addition to riding, there are other career options connected with the raising of horses. In fact, a few schools in Michigan offer two-year programs for what they term "horse industry technicians." In some areas, local CETA offices should have further information, and there may be opportunities for on-the-job training in private business.

Beekeeping

Research on a request from Bismark, North Dakota, led to identification of two sources of information on beekeeping: A. I. Root Company and Dedant & Sons.

Taxidermy

A high school counselor asking about taxidermy schools on the West Coast was referred to The American Trade Schools Directory, which lists among several possibilities the Academy of Taxidermy in Portland, Oregon.

CRAFTS, SERVICES AND TRADES

Food Services

In answering a question from the Midwest about catering, RC pointed out that free-lance catering is rarely profitable unless those involved in the business have a good local reputation. Advertising can, of course, be a big help in this regard, but it is often expensive. RC listed trade and technical schools as well as some Illinois colleges and universities that offer pertinent management and food services courses. It also noted that Stonecraft College in Livonia, Michigan, has a widely acclaimed Culinary Arts Program and a good record of finding jobs for graduates. Successful caterers must possess a rather mixed assortment of skills. They need to know how to run a business and, how to run a commercial kitchen.

Travel and Tourism

High school counselors from New Bremen, Ohio, and Caledonia, Missouri, asked about training opportunities in the field of travel

and tourism. RC was unable to find specific programs in their states but did mention that consulting the yellow pages of a large nearby city might prove fruitful. Also, Airline School Pacific, Paul Smith College and the University of Denver offer programs in travel and tourism. The American Society of Travel Agents gives correspondence courses, and the Air Traffic Conference of America sponsors workshops on pertinent topics.

Bricklaying

A Seymour, Texas, counselor asking about bricklaying was referred to Henderson County Junior College, Texas State Technical Institute and the Northeast Oklahoma Area Vocational Technical School.

Drywalling

A vocational technical counselor in Cooperstown, North Dakota, asked about opportunities to learn the drywalling trade. Being unable to find any programs that teach the necessary skills in the Dakotas or Minnesota, RC suggested that the counselor get in touch with the Bricklayers, Masons and Plasterers Association and the International Association of Wall and Ceiling Contractors. RC also included a factbook describing its own services in response to this request.

Tool and Dye Making

A request from St. Henry, Ohio, concerned the availability of training for tool and dye makers and was answered with the following list of schools: Midwestern College of Industrial Arts and Sciences; Progress Technical College, Inc; Northern Technical Institute;

Indiana Technical Vocational College; and ITT Technical Institute. RC also noted that all these schools should provide good sources of jobs since they are in close touch with employers in their respective areas.

Metal Engraving

A Madison, Nebraska, counselor needed to know about metal engraving, a trade not listed in the current edition of Occupational Outlook Handbook. Engraving machine operators generally work for department stores, jewelers or trophy manufacturers. Opportunities in the field seem limited, and there do not appear to be any formal systems or procedures for training.

MECHANICS

Diesel Mechanics

An inquiry from Crane, Oregon, concerned diesel mechanics, and RC located appropriate schools in Idaho and Arizona. An excellent source for more information would be Ryder Schools, Inc. of Miami, Florida.

Motorcycle Repair

RC was unable to help a New Albany, Ohio, counselor who wanted to know about in-state opportunities to learn motorcycle repairing at the post-secondary level.

FORESTRY AND RECREATION

The National Parks Service

RC referred a Stanton, Texas, counselor to the U.S. Department of the Interior for information about openings with the National Parks Service. Indications are that NPS has needs for administrators, conservationists, educators, archaeologists, engineers, architects, media specialists, designers and caretakers.

Forestry

RC received a question from Ann Arbor, Michigan, regarding education and job prospects for foresters. Good information sources include the Conservation Occupations section of the Occupational Outlook Handbook and the jobs manual published by the U.S. Government. There are a total of 11 forestry technician programs in Michigan as well as three institutions with degree programs in the field. The latter include the University of Michigan, Michigan State and the Michigan Technological University.

FINE ARTS AND COMMERCIAL ARTS

Music

A counselor in Clintonville, Wisconsin, asked about the Julliard School of Music and was told it offers a full program of training in the performing arts. Julliard is accredited by the Middle States Association of Colleges and Secondary Schools, and its student-faculty ratio is 16 to 1. It confers bachelors degrees in music and fine arts as well as a post-graduate diploma in music, a Master of Music and a Doctorate in Musical Arts.

Photography

RC referred a Palisade, Nebraska, principal looking for photography programs in his state to the 1977-78 Technician Education Handbook and the 1976 Community Junior and Technical College Directory.

Fashion Design

A Greenwich, Ohio, high school counselor asking about in-state fashion design programs received the following list: Michael J. Owens State Technical College; Progressive Fashion Schools; Vogue Career College; University of Cincinnati and Martin; and Virginia School of Fashion Design.

Interior Design

A request from Exeter, New Hampshire, concerning interior design programs was referred to the National Society of Interior Designers and the American Institute of Interior Designers. RC also noted that such periodicals as Contract, Decorating Retailers, The Designers and Interior Design might provide useful information.

COMPUTERS, COMMUNICATIONS AND ELECTRONICS

Computerized Learning

A technical vocational school counselor in Drumwright, Oklahoma, asked about a computer learning center shortly after RC closed in December 1978. However, it was possible to refer the request to the California Office of Vocational Rehabilitation and the California State Department of Education for Veterans Training.

Funding for Computer Services

The Director of Indian Education for Huntingburg, Indiana, wanted

to know where funding could be found for computer services and was advised to contact the Division of Research and Demonstration, United States Office of Education.

Data Processing

A high school counselor in St. Henry, Ohio, asked about programs in data processing, and, though RC could find no institutions with such offerings near St. Henry, it was possible to list five schools worth considering elsewhere. RC also sought to satisfy this counselor's interest in audiovisual aids by forwarding a filmstrip and tape presentation that reviewed sources of materials and services for school personnel.

Telecommunications

RC suggested a supervisor of career program planning in Ankeny, Iowa, get in touch with Oral Roberts University, Fullerton Junior College, the College of San Mateo and the University of Kentucky regarding studies in telecommunications.

Electric Technology and Wiring

A Richland, Ohio, counselor was interested in the trade of electric technology and wiring. Lovejoy's Career and Vocational School Guide includes the following schools under this heading: American School of Correspondence, which is located in Illinois; the Area One Vocational Technical School in Iowa; the Kansas Vocational Technical Institute; and David Rankin Junior Technical Institute in Missouri. Other helpful sources might be Barron's Guide to Two-Year Colleges and Ferguson's Guide to Two-Year Colleges.

Two-Year Broadcasting and Journalism Programs

RC sent a section of the Occupational Outlook Handbook for 1976-77 to a high school counselor in Silver Creek, New York, who wanted to know about two-year broadcasting and journalism programs. Though there are some shorter programs with good reputations in the profession, most career journalists have four-year degrees.

ENGINEERING AND TECHNOLOGY

Two-Year Programs in Petroleum Engineering

A placement coordinator in Glenville, West Virginia, asked about two-year degree programs in petroleum engineering, a field that normally requires a longer training period. The most likely sources of information of this sort are Lovejoy's and Ferguson's guides to two-year programs.

Solar Engineering

A counselor in Montrose, South Dakota, asked about solar engineering and was referred to the energy conversion engineering programs at the Universities of Illinois, Missouri, Texas and Wisconsin-Madison. The national center for solar studies and information is the Solar Energy Research Institute in Golden, Colorado, and those interested in this field should make it a point to get in touch with SERI.

Mine Maintenance

A placement coordinator in Rock Springs, Wyoming, needed information on mine maintenance, a topic not covered in RC's usual information sources. However, interested persons in the Rocky Mountain states would do well to direct such inquiries to the Colorado School of Mines.

Astronaut

A Lockport, New York, counselor inquired as to the qualifications necessary for becoming an astronaut. The minimum requirements for those likely to serve as pilots in the space program are U.S. citizenship, a bachelor's degree in one of the physical or biological sciences or engineering and a thousand hours of jet pilot time or graduation from an armed forces test pilot school.

In years to come, many astronauts will also hold doctoral degrees in the natural sciences, engineering and medicine. The best source of information on jobs likely to evolve from the space program is the National Aerospace Educational Council.

Technical Occupations

A request from a high school in Cowiche, Washington, concerned technical occupations related to mathematics, chemistry and physics. RC responded with a description of the four technical occupations groups listed in Ferguson's Guide to Two-Year Colleges.

HELPING AND SERVICE: VOCATIONAL & PARAPROFESSIONAL

Pre-School Teaching and Child Care

A child care instructor in South Dakota wanted to know about opportunities the future might bring for persons trained in this field. RC pointed out that job prospects for people with this kind of background are improving rapidly though salaries have yet to reach satisfactory levels in more than a few states. Several states now insist on college credentials for day care and nursery school personnel, and demand is especially high for men skilled in early childhood

education. Major sources of information are the National Association for the Education of Young Children and Child Development Consortium, Inc.

Elementary Education and Recreation

The counselor of a student in Continental, Ohio, sought information about vocational-technical training in a wide variety of helping and social services fields with special emphasis on church-affiliated schools in Kentucky and Ohio. The institution that appears to meet these specifications best is Sue Bennett College, which is run by the Methodist Church and offers associate degrees in elementary teacher education, recreation leadership and pre-social work. RC also noted that most of the programs in the fields in question take at least four years to complete.

Genetic Counseling

A counselor from Lugoff, South Carolina, asked about genetic counseling and was referred to the International Directory of Genetic Services, which is available from any March of Dimes chapter. Six schools in the U.S. offer training in this field.

Drug Counseling

In answer to a query from Gainsville, Missouri, RC explained that drug abuse counseling is a highly complex and delicate matter and that professionals in the field usually hold doctorates in clinical or counseling psychology. The role of non-professionals and para-professionals is generally limited to crisis centers and self-help programs. Those wishing further information should get in touch with the American Psychological Association.

Programs for the Deaf

RC advised a Sarasota, Florida, counselor interested in vocational education for the deaf that the Margaret S. Stark School for the Hearing Impaired has a number of programs in several career areas. Another good source of information on opportunities for people with mental or physical handicaps is ERIC/CE, and RC sent two ERIC/CE bibliographies to the person making this inquiry.

Paramedic Training

RC was obliged to tell a Greenwich, Ohio, counselor there appeared to be no specific programs for paramedics as such. However, training for emergency medical technicians is available at Cuyahoga Community College, Edison State General and Technical College and Rocking Technical College. Further information is available through the National Registry of Emergency Medical Technicians, P. O. Box 29233, Columbus, Ohio 43229.

Physical Therapy Aides

RC answered a letter from Lenox, Iowa, about becoming a military physical therapy aide by explaining that the Army's Physical Therapy Aide Program is open to enlisted personnel. Warrant and commissioned officers may also take courses in physical therapy. Those wishing additional information may contact Fort Sam Houston in San Antonio, Texas.

YWCA-YMCA School-Community Cooperation

A counselor in Lewiston, Illinois, inquired about school-community cooperation in providing counseling services. RC noted that the YWCA

and YMCA have been active in this field as have some vocational rehabilitation groups and the CETA Program. The Work Education Council might also provide useful material on this topic.

Paralegal Aides

RC explained to a counselor in Celmor, Iowa, that legal aides seek to relieve attorneys of as much routine legal work as possible, and several community colleges are offering training based on recommendations from the American Bar Association. Those looking for such programs should contact nearby junior colleges or law schools. Institutions that have gained recognition for their work in training paralegals include Los Angeles City College and Cumberland County Community College.

Law Enforcement

In its reply to a question from Great Bend, Kansas, RC noted that requirements for careers in law enforcement vary from one state to another. Anyone considering a career in this field should get in touch with state and municipal police recruiters or consider enrollment at a university with majors in law enforcement or criminology.

SCHOLARSHIPS AND OTHER FORMS OF FINANCIAL AID

Agriculture

A Newhawk, Nebraska, counselor who needed information on agricultural scholarships was referred to the Education Department of the National 4-H Service Committee, the Ralston Purina Company and the Green Giant Foundation. RC invited further inquiry in the event of a need for additional information.

Books on Scholarships

RC provided a Longton, Kansas, counselor who wanted reference books on scholarships with several leads. Two prime sources are The College Blue Book and S. Norman and Marie Feingold's Scholarships, Fellowships and Loans. Titles available free include Educator's Guide to Free Guidance Materials, Career Index, Starter File of Free Occupational Literature and The AV Quick List. It is also worth the time to write major businesses and industries since they often distribute career information items.

Scholarships for Women

A Title I counselor and psychologist from Ironton, Ohio, asked about the Women's Educational Equity Communications Network. WEECN specializes in educational issues of interest to women and should be well stocked with scholarship information. In this regard, it is worth noting that many midwestern law schools want to attract female applicants and have very active women's student groups.

Financial Aid for the Legally Blind

RC told a career information specialist from Forestville, New York, it was unable to locate suitable information sources concerning financial aid for the legally blind. It was also impossible to locate a school for the blind within reach of a student living in Forestville. RC referred the person making this inquiry to the New York Institute for the Blind, which, though too far away for commuting, is a likely source of further information.

Speech and Hearing

RC was able to provide a De Beque, Colorado, career counselor with a booklet outlining opportunities for financial aid to students in the speech and hearing fields. Those interested in this subject should be aware that the fields are so closely related that professional competence in one also demands a considerable knowledge of the other. Organizations involved in education of the hearing impaired include the American Rehabilitation Counseling Association and the National Rehabilitation Counseling Association.

Proposal Writing

In answer to a request from Kuna, Idaho, concerning preparation of proposals for Title IV projects, RC suggested consulting The Comprehensive Guide to Successful Grantsmanship and Developing Skills in Proposal Writing.

MISCELLANY

Barber Training

In answer to a high school counselor's request for information about barber training in the vicinity of Wilson, Texas, RC located barber colleges in El Paso, Odessa and San Angelo.

Scuba Diving

A letter from Rockwell City, Illinois, asked about job prospects for scuba divers, and RC replied that owners of large boats sometimes hire divers to scrape the hulls. Combining scuba skills with training in fields like photography, marine biology, geography or archaeology can lead to rewarding careers as can working as a guide for recreational divers.

Stunt Driving

RC could find no specific training programs for stunt drivers but did suggest some references that might be of interest to the Edgewood, Iowa, counselor who asked for this information. The American Trade School Directory and The Spectacular Stunt Book were suggested as sources of possibly useful leads.

Holistic Health

A Fort Dodge, Iowa, consultant asked about graduate programs in holistic health and was referred to the University of California Medical Center and the Institute for the Study of Humanistic Medicine. RC also promised to investigate reports of a school of holistic health in Seattle and recommended Donald B. Ardell's book High Level Wellness; An Alternative to Doctors, Drugs and Disease.

PART TWO

REQUESTS FOR INFORMATION OF PROFESSIONAL INTEREST

TO VOCATIONAL AND GUIDANCE COUNSELORS

CAREER EDUCATION AND GUIDANCE

Definition and Resource Identification

RC received many inquiries concerning the nature of career education and the resources available to those involved in career guidance. In most cases, RC stressed the importance of keeping in touch with state coordinators for career education, but, beyond this, it was possible to supply questioners with a variety of useful printed materials or else refer them to readily accessible sources of information. For example, a Youngstown, Ohio, counselor asking about career education programs in small schools was told of the ones already under way in nearby Defiance, Hilliard and Geneva.

When a counselor in Fabius, New York, called for a definition of career education, RC responded by sending a position paper by the Career Education Interest Section of the American Vocational Guidance Division. Worthwhile references on this topic include Kenneth B. Hoyt's Primer for Career Education and the reports of the National Advisory Council for Career Education, which are available through the U.S. Government Printing Office.

There were alsc queries about specific publications that had caught callers' eyes and led them to seek further information. The Director of Information Services of the State of New York, for example, wanted to know about the 1973 publication Career Development Resources; A Guide to Audiovisual and Printed Materials for Grades K-12. Since it is no longer in print, RC suggested as substitutes the Rural American Series and Career Guidance Resources; A Handbook of Resources Abstracts Grades K-12, which was published in 1977.

A similar inquiry from Everett, Pennsylvania, concerned Career Guidance Information Needs, a book available on a cost recovery basis from National Center Publications. RC also mentioned that the then soon to be published Increasing Guidance Effectiveness Through Community School Cooperation might be of interest.

In response to a London Mills, Illinois, high school counselor's question about career exploration, RC pointed out that efforts of this sort are best, but not necessarily, begun at the seventh or tenth grade level. The counselor also received some of the staff development materials prepared by the Center for Vocational Education.

Inexpensive or Free Materials

Questions about the availability of free or very low-cost materials came from Ellay, Georgia, and Ascutney, Vermont, and in both cases, RC suggested The Educator's Guide to Free Guidance Materials. Other sources that might help the Georgia questioner locate K-7 career awareness films are the Counselor's Information Service and The Multi-Media Catalogue. RC also noted that Educator's Progress Service, Inc. publishes several guides to free or low-cost materials that might interest the counselor in Vermont.

Starting Programs

RC encouraged a Bernville, Pennsylvania, counselor who wanted to start a career education program to get in touch with the National Advisory Council for Career Education. It also urged those wishing to set up a vocational education program in Lyons, South Dakota, to learn about the Brillion, Wisconsin, program that has been in

operation for some ten years. In addition, this is a field in which queries to the ERIC system's CRESS and CEE Clearinghouses might prove fruitful.

Developing Facilities

A guidance and testing coordinator in Columbus, Mississippi, asked about resources for funding and setting up a study skills center. RC replied that, though there was little on the subject in ERIC, some possibly useful materials are available through Educational Technology Publications.

SPECIFIC TOPICS WITHIN THE FIELD OF CAREER EDUCATION AND GUIDANCE

Special Needs Students

The Vocational Education Outreach Program of El Dorado, Arkansas, asked about programs for special needs students and was supplied with a set of abstracts as well as references to Program Planning and Development: A General Special Education Curriculum Guideline and A National Survey of Vocational Education Programs for Students with Special Needs.

PRIDE Reviews

A counselor in Grant Park, Illinois, wanted to know about PRIDE reviews. The acronym stands for Program Review for Improvement, Development and Expansion in Vocational Education, Career Education and Guidance, and the primary purpose of this evaluation procedure is to improve the quality of vocational education and guidance in Ohio. It entails the participation of students, teachers, counselors, school administrators and employees, ordinary citizens and the staff of the Ohio Department of Education. Areas covered in PRIDE reviews include

curriculum and instruction, facilities and equipment, and instructional staff and students. Further information is available through Ohio's Division for Research and Survey Services of Vocational Education.

Value Clarification

An assistant superintendent in Remsen, New York, asked about value clarification as it pertains to self and interpersonal relations, job-seeking skills and decision making. In response, RC sent some abstracts from the Career Guidance Resource volume of The Rural American Series and suggested the superintendent get in touch with the Community Education Director of The Rural American Series.

Academic Credit for Work Experience

In response to a question from Spokane, Washington, about credit for on-the-job experience, RC sent out two brochures on the Experience Based Career Education System.

Tests

A career education center in Sheridan, Wyoming, wanted to know what kind of tests were available and where they could be obtained. RC suggested and supplied addresses for the California Occupational Preference Survey and the Kuder General Interest Survey.

The Counselor's Role

RC referred a Topeka, Kansas, educational program specialist with questions about the role of the counselor to Harry N. Drier's 1977 monography "Programs of Career Guidance Counseling Placement, Follow-up and Follow-through" and Hartz, John and Kasmo's Career Counseling in Rural Schools. This is a topic on which queries to the ERIC/CAPS Clearinghouse at the University of Michigan could also prove useful.

Wide Variety Training Program

RC suggested that the supervisor of a career program plan in Iowa consult The Occupational Handbook and The Guide to Career Education for information about wide variety training programs.

Mock Interviews

In answer to a letter asking how to get business, labor and industrial recruiters to conduct mock interviews for students, RC suggested a review of materials aimed at increasing community involvement in education and The Rural American Series.

Information Dissemination in the State of Washington

An instructor in an Olympia, Washington, learning center asked about information dissemination in the state and was referred to the Dissemination Services and Training Section of RC's Products and Services brochure. RC also stressed the importance of keeping abreast of career education literature produced in Washington and provided the questioner with a copy of the factbook On Becoming a Link in the Rural Connection.

High School Exchange Programs

A counselor in Colmer, Iowa, asked about high school exchange programs with Germany and was referred to the American Field Service, the Euro-American Cultural Exchange and the German Academic Exchange Service. It is also worth checking with such local civic organizations as Rotary and Kiwanis.

Correspondence Courses

An Adna, Washington, guidance director looking to broaden curriculum offerings through correspondence courses was referred to the Alaska

Education Department, which uses this means a great deal to reach students in isolated areas.

Army Education

RC referred an inquiry about educational opportunities in the Army to the Education Program Coordinator at Fort Sheriden, Illinois.

Consumer Education

In response to a counselor from Morristown, New York, RC noted that ERIC searches have turned up useful consumer education materials. State education authorities in New York have also compiled valuable information on this topic.

Audiovisual Materials

RC suggested that a Rush, Colorado, counselor in search of audiovisual materials consult the following catalogues: CTS 1978 Catalogue; McKnight; EDM CTS; and JC Penny Educational Materials. RC was also able to provide abstracts of materials that inventory available audiovisual aids.

Special Education

In answer to the request of a director of special programs in New Castle, Indiana, RC gathered materials concerning special education in small schools and university involvement in special education programs for rural schools. The same person received a copy of On Becoming a Link in the Rural Connection plus a newsletter and was placed on the RC mailing list.

RC AND THE RURAL AMERICAN SERIES

The Program and Its Purposes

RC received a number of requests dealing specifically with its own capabilities and the services it could provide. A counselor in Eugene, Oregon, had heard of the factbook On Becoming a Link in the Rural Connection, and RC sent both this publication and information on The Rural American Series. RC also discussed this counselor's interest in programs that enable rural students to spend time in large metropolitan areas. The latter is not a subject that has been widely written about, but this by no means forecloses the possibility of defining specific needs and establishing a set of objectives worth trying to achieve.

A participant in a Clarion, Pennsylvania, CETA program who asked about RC was placed on the mailing list and provided with some annotated information on various occupational briefs.

A corporation that got word of the National Guidance Communication Network requested several copies of On Becoming a Link in the Rural Connection. RC also passed on information about The Rural American Series and suggested that another publication of considerable interest would be Increasing Guidance Effectiveness Through School Community Cooperation since it describes working agreements among business, industry, labor and community agencies.

A Greenville, Ohio, counselor who asked about RC received informational materials about The Rural American Series and The Original American Morning Primer. RC also informed this person that the Oklahoma Department of Vocational and Technical Education could answer questions about that state's mobile career development program.

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